

Programme specification

(Notes on how to complete this template are provide in Annexe 3)

1. Overview/ factual information

Programme/award title(s)	BA (Hons) Popular Music (Top Up)
Teaching Institution	New College Durham
Awarding Institution	The Open University (OU)
Date of first OU validation	June 2017
Date of latest OU (re)validation	
Next revalidation	
Credit points for the award	120 credits
UCAS Code	W341
HECoS Code	
LDCS Code (FE Colleges)	
Programme start date and cycle of starts if appropriate.	September 2022
Underpinning QAA subject benchmark(s)	QAA Benchmark Statement Music (QAA, 2019)
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	<ul style="list-style-type: none"> The framework for higher education qualifications in England, Wales and Northern Ireland (FHEQ) Creative and Cultural Skills Council, The Qualifications Blueprint
Professional/statutory recognition	None
For apprenticeships fully or partially integrated Assessment.	N/A
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	FT
Duration of the programme for each mode of study	1 Year
Dual accreditation (if applicable)	N/A

Date of production/revision of this specification	17 th December 2021
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Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

The aims of the award are to:

- Encourage development of professional, innovative and creative outcomes in a supportive work-focused learning environment.
- Engage in academic activities and negotiated projects, as simulated or live client briefs, underpinned by personalised learning and individual focus.
- Promote engagement in industry focussed work, supporting the acquisition of professional skills relevant to employment or self-employment opportunities within the music industry.

The BA (Hons) Popular Music programme would provide students with interdisciplinary and collaborative working opportunities and a prospect of exploration into the aspects of popular music which interest them most. The programme aims to group students with varied interests and specialisms such as: Recital Performance, Ensemble Performance, Creative Practice, Research and Working to a Client Brief into a vibrant academic programme. The programme is primarily designed for students who have previously completed a level 5 qualification in a relevant subject, such as the FdA Roots and Popular Music at New College Durham, or for students with RPL wishing to further their academic study.

The programme seeks to allow students to develop their own music practice within a variety of professional contexts, whilst refining their academic skills and technical understanding. It is important for contemporary musicians to be highly adaptable individuals, constantly moving between different methods of work, and producing and performing music to be used in varied contexts. The music programme hopes to respond to the professional reality of the contemporary music industry, preparing students to respond imaginatively within a range of professional situations. The programme aims to provide an invigorating blend of traditional, contemporary and innovative approaches to learning to help students develop the necessary skills and expertise for a successful future within their chosen music specialism.

Students will be provided with opportunities to investigate projects which explore performance, analysis and creative practice necessary to produce technical

professionalism and application. Students will engage in entrepreneurial activities which are likely to support future work in the field of music, such as work in music performance, creative practice, freelance work and music education. With a teaching team that combines practitioners and academics, it is intended that students will be supported to develop confidence in conceptual thinking, problem solving, presenting ideas and project management.

Core to the experience is the development of personal music practice, informed by a research project, with the potential to drive the development of creative enterprise. Students will negotiate and propose performance practice culminating in the documentation and presentation of music within a final recital and potential ensemble showcase. Students will be supervised in the writing of a research project focusing on a contemporary issue within music. This is likely to place their performance and creative practice within a wider academic and cultural context.

The aim would be for a graduate from the BA (Hons) Popular Music programme to be self-motivated, questioning and knowledgeable, and to be able to enter the current music landscape with positivity and confidence. The diverse nature of the programme provides a wide range of possible employment outcomes, including work in music performance, education, creative practice or academia (further study and research).

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

The Music, Performing Arts and Media department at New College Durham (NCD) resides within the School of Digital and Creative Industries. The department currently offers creative FE and HE programmes from level 2 to level 6, predominantly populated by students following FE programmes in Music, Performing Arts, Dance and Media. The BA (Hons) Popular Music is one of two level 6 programmes offered in the department, the other being Media. The Music department currently offer performance based FE programmes from level 2 to level 3 in Music. Other HE provision includes FdA Roots and Popular Music. FdA Performing Arts and FdA Media. The BA (Hons) Popular Music provides a top-up option for students who want to continue their education locally, at NCD, as an alternative to local providers.

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

Not applicable.

2.4 List of all exit awards

BA Popular Music – This exit award is achievable for those students who have gained not less than 100 credits in their assessments, allowing for fail grade in up to 20 credits across the programme.

3. Programme structure and learning outcomes
(The structure for any part-time delivery should be presented separately in this section.)

<u>Programme Structure - LEVEL 6</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Working to a Client Brief	20	No optional modules		Yes	All
Ensemble Performance Project	20			Yes	All
Creative Practice	30			No	All
Individual Recital	30			No	All
Research Project	20			Yes	All

Intended learning outcomes at Level 6 are listed below:

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1: Demonstrate detailed knowledge and advanced understanding of creative concepts appropriate to industry requirements, as evidenced by final outcome(s) in a chosen discipline.</p>	<p>A1 – Students are required to engage with contemporary creative practice / academia by attending music performances, listening to a wide range of music recordings, observations, reading academic books and online journals / websites, and exploring relevant social media sources online to support acquisition of knowledge relevant to current creative trends that will inform a module final outcome(s). Self-directed study is underpinned by academic tutorials, seminar, and critique sessions supporting student development with reference to knowledge and advanced understanding of creative concepts. Mutual creative dialogue maintains a student’s trajectory towards developing definitive outcomes appropriate to industry requirements. The learning and teaching methodologies provide opportunity for formative assessment of student progress with critical feedback providing focus leading to a definitive final outcome(s).</p> <p>Students are encouraged to develop their creative exploration and practical skills using college facilities, spending a significant amount of time developing assignment work outside of tutor contact. This is required to fulfil a client focussed / self-initiated brief and develop independent learning / work skills required for employment or self-employment.</p> <p>Learning via self-initiated activities provides focus for module final outcome(s), as dictated by the student.</p>

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
<p>A2: Critically appraise a chosen theme within music, demonstrating knowledge acquisition and comprehensive understanding of relevant theoretical material, confirmed through academic conventions.</p>	<p>Assessment of learning and teaching associated to module/module component final outcome(s) is summative. Module final outcome(s) are personalised by the student as negotiated within academic tutorials with module tutor(s) to fulfil independently conceived module aims, as determined through student/tutor discussion.</p> <p>A2 - Structured lectures and seminars introduce students to the development of a theme for research focus, developing research methodologies, preparing for academic writing, supported by structured academic tutorials in class sessions. Students conduct relevant investigations that allows critique focused discussion on their research, developmental ideas, and assignment progress within tutorial. Students are encouraged to establish a contemporary theme that supports the contextualisation of their own creative practice including capacity for critical debate within music, evidenced formatively within tutorial and seminar presentations.</p> <p>Students apply relevant research methodologies to their project, appraise appropriate literature, and critique the effectiveness of their research, demonstrating knowledge acquisition and comprehensive understanding of relevant theoretical material pertinent to their chosen theme.</p> <p>Academic conventions pertinent to essay writing are adhered to, including conformity to Harvard referencing, as demonstrated within tutorials and the final written essay. Seminar discussions allow the wider</p>

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
<p>A3: Organise and direct music rehearsal using appropriate tools and procedures that demonstrates expert knowledge and understanding of creative and performance developmental processes.</p>	<p>student group to explore ideas, share best practice, and engage in debate with reference to diverse individual themes examined by each student. This learning outcome will form part of the Summative assessment of the final written component within the Research Project and Creative Practice</p> <p>A3 - Students consider an area of focus by writing a performance project proposal as a self-managed project to fulfil on an independent or ensemble basis. Rehearsal development is initially supported by tutors through collective discussion of potential ideas during group discussion, completed independently within practical and self-directed time. This requires personalised objectives that are achievable within the over-arching module learning outcomes, negotiated and submitted to tutors as a learning contract. Students are expected to focus on generating ideas for performance practice that allow capacity to demonstrate expert knowledge and understanding of creative and performance developmental processes. Students are then expected to direct the ensemble using appropriate tools, including general musicianship and aural awareness, lead sheets, music production resources, time management and directing skills</p> <p>Practical workshops, academic tutorials, seminars and critique support students in determining their intended module outcome(s) to be assessed against proposed student objectives. It is important that the negotiated assignment incorporates capacity for the development of intellectual maturity, understanding of performance practice and instills a level of curiosity, personal innovation and risk taking.</p>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1: Confidently and resourcefully identify and resolve complex creative problems, applying professional skills independently or via teamwork to construct conceptual solutions.</p>	<p>B1 – Initial tutor directed activities require teamwork within the induction period prior to an individually focussed self-initiated project(s) as independent enquiry. Teamwork allows students to establish peer working relationships and opportunity for tutors to determine the specialist skills which each member of the cohort has acquired in prior learning. This phase of the module allows the programme team and students to establish requirements for additional learning support in the form of Personal Learning Coaches or Academic Support Tutors in completing the module / programme as a whole.</p> <p>The modules encourage students to utilise a wide range of music resources and approaches to support the development of their final portfolio as part of researching current music trends, establishing potential sources of work, and establishing a means of generating an income through commissioned work.</p> <p>Students will determine the content of a summative submission, appropriate to a chosen specialism / project focus.</p> <p>Students are expected to take ownership of tasks by applying professional skills independently to construct conceptual solutions, from initial creative concepts to project conclusion. All teamwork based activities should be developed independently post group learning where summative assessment of this learning outcome is based on evidence of</p>

3B. Cognitive skills	
<p>B2: Apply intellectual rigour in the conceptualisation and realisation of repertoire at a high level of ability, including interpretation, improvisation, collaboration, personal style and authenticity.</p> <p>B3: Analyse relevant theoretical material research independently, making sound judgements that support study in a negotiated academic context.</p>	<p>an individual's contribution, sitting alongside independent enquiry based outcome(s) within the developmental component of the module</p> <p>B2 – Students are expected to take ownership of tasks by applying professional skills independently to construct conceptual solutions, from initial creative/performance concepts to final conclusion. Students will be expected to conduct research on key themes, including performance interpretation, improvisation and the current debate on authenticity of popular music performance. Seminars will allow for the opportunity to debate key performance themes and for peer and tutor critique of repertoire realisation.</p> <p>B3 - Students independently engage in investigative activities pertinent to a bespoke research focus within a negotiated academic or creative context. Self-directed learning drives the research and is supported by tutorials and seminar sessions. Academic tutorials offer students the opportunity to discuss research findings, examine observations, and justify judgements. The ability of students to pursue, analyse, and competently utilise research is monitored by tutors during the development of the project. Appropriate support mechanisms are put in place as necessary to ensure the trajectory towards summative assessment is maintained, e.g. support sessions with a Personal Learning Coach or additional tutorials with Academic Study Support. Self-initiated student research, both inside and outside of the class, aims to establish a range of sources to support the development of an</p>

3B. Cognitive skills	
	<p>argument or concept. Creative practice, books, social media, gallery and guest lectures, libraries, video, journals and other online resources should be utilised to independently to support a basis on which to develop a confident analysis and argument for discussion. Summative assessment of this learning outcome is contained within Research Project and Creative Practice.</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1: Exhibit skill within defined contexts, adhering to the technical proficiencies and industry requirements of the creative industries, to create practical/professional outcomes.</p>	<p>C1 – Students focus on generating practical and professionally credible outcomes in line with their self-initiated or negotiated client brief, e.g. this could include, but not limited to, performance, songwriting, music production, music education and artist management. To achieve this learning outcome students are required to adhere to the technical proficiencies and industry requirements of the creative industries. Discussion of examples of appropriate work and performance benchmarks developed for tutorial, seminar and critique activities, with tutors and peers, leads towards the summative assessment of the module final outcome(s).</p> <p>Academic tutorials and/or specialist tutorials provide feedback on all aspects of student progress and opportunity to discuss their personal and professional development within practical sessions. Students are required to attend tutorials with prepared discussion points / rehearsed material to support the development of their personalised projects, and</p>

3C. Practical and professional skills	
<p>C2: Function in complex and variable professional contexts, requiring the selection and application of innovative, experimental and creative techniques that lead to the acquisition of advanced music skills.</p> <p>C3: Develop a repertoire base which demonstrates versatility, adaptability, insight, imagination and creativity.</p>	<p>in this respect the work presented by the student will drive any conversation. Academic tutorials provide an opportunity for students to develop professional and reflective skills with reference to presenting and discussing ideas. Tutors will record through writing key tutorial discussion points by formally entering these onto an individual student's module assessment feedback sheet. This approach formalises the record of guidance provided by a tutor; provides an overview of student attainment, outlines areas for development as targets, and highlights attendance / participation to date, supporting the summative module grade. Students are required to formally document tutorial and seminar based feedback by taking responsibility for, and supporting, their own learning.</p> <p>C2 - Students have the opportunity to pursue client work in relation to their specialist discipline with focus on acquiring and demonstrating professional musical skills. Such activities at level 6 are likely to require complex and unpredictable professional contexts that will be supported by tutors and peers through tutorials, seminars, and critiques. The selection and application of innovative, experimental and creative techniques will be driven by the individual student or project needs, evidenced through critical reflection documents.</p> <p>C3 - Students have the opportunity to pursue performance work in relation to their specialist discipline with focus on acquiring and demonstrating professional musical skills. Such activities at level 6 are likely to require versatility, adaptability, insight, imagination and creativity that will be supported by tutors and peers through tutorials, seminars, and critiques. The selection and application of repertoire development</p>

3C. Practical and professional skills

and the nurturing of a personal style will be driven by the individual student, module tutor and instrument tutor, evidenced through the developmental journal.

Through practical sessions and tutorial support, tutors will set practical assignments that will require students to plan and set targets for themselves as well as meeting those of the overall module. Students will be developing individual skills on their instruments whilst also applying them to either individual or ensemble performance practice. Using the tutorial and workshops sessions as a touchstone to support this process, students will engage in a variety of developmental tasks.

The development log will help structure and document the student's critical and contextual evaluation of their progress.

The emphasis of the modules is on the students developing their own recital and ensemble performance project and as such the emphasis is on supporting students in making considered choices and helping them to develop appropriate planning and time management skills as well as encouraging a critical self-reflexive attitude which will help them in their developing careers. As a result, the emphasis is on practical sessions and workshops, with tutorial support.

Tutors will set deadlines for submission of recital pieces / ensemble development and interim performances that will require students to plan and set targets for themselves as well as meeting those of the overall module.

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1: Demonstrate both employment potential and professional practice utilising appropriate practical communication methods, visual or written, to support working within the creative industries.</p> <p>D2: Demonstrate skills in critical evaluation and justification of self and / or work of others.</p> <p>D3: Display a sophisticated level of personal planning, management/organisation and presentation skill, incorporating a range of professional working methodologies.</p>	<p>D1 - Reflection on self-directed study and entrepreneurial activity is a key feature of this learning outcome in demonstrating both employment potential and ability to manage future professional development. Seminars and Guest lectures will help shape the students understanding of utilising appropriate practical communication methods, reflective of the wider music industry. In the module Working to a Client Brief, summative assessment will require evidence of the communication methods utilised with the client, leading to a clarity of understanding of the negotiated brief.</p> <p>D2 - Students formulate a critical reflection of how the final product has met the requirements of the module. This includes analysis, evaluation, and synthesis of final conclusions. Developmental support, leading to final reflection, places emphasis by tutors on encouraging personal exploration and innovation in students.</p> <p>D3 – Students are responsible for the cultivating of their practical / research based project. Personal planning will be monitored and challenged by tutors and peers, supported by research and critical discussion. Practical project organisation will require industry practices and scheduling to be implemented, including the presentation of initial proposals, development and final product. It is intended that throughout the project the student will develop a range of knowledges, understandings and skills including wider contexts of research methodologies, project management, critical thinking and praxis.</p>

3D. Key/transferable skills	
<p>D4: Plan and manage own learning, acquiring new knowledge and professional presentation skills to support progression into a defined discipline.</p>	<p>Students are required to undertake an in-depth investigation / project that is self-managed and will encourage the development of a range of skills. This could include analysing primary and secondary data, undertaking self-directed research, critiquing and evaluating sources, and presenting robust conclusions and recommendations.</p> <p>Written work will be supported by individual tutorials with a member of academic staff and opportunities to receive formative feedback.</p> <p>D4 - Action planning by students should be conducted with the aim of clearly identifying and demonstrating how project intentions will be managed and met. Key mile-stones within module parameters, student and tutor initiated, should be adhered to maintain focus on personalised goals. Academic tutorials will record student progression through the module on a formative basis. This will assess management of learning, student engagement in tutor directed sessions, and monitoring progress in the development of their own learning.</p> <p>Research skills or creative practice underpinned by research, should be advanced in line with the intentions of a self-initiated project theme, developments can be demonstrated via presentations as well as written documents and will be appraised during academic tutorials, seminar presentations with peers, and critiques. Students should illustrate that they are actively seeking to acquire new knowledge and professional academic skills to support progression into a defined discipline, which will support career entry or further study. Summative assessment of this learning outcome will be evidenced through writing/presentation.</p>

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
 - where in the structure above a professional/placement year fits in and how it may affect progression
 - any restrictions regarding the availability of elective modules
 - where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
 - how the delivery of the academic award fits in with the wider apprenticeship
 - the integration of the 'on the job' and 'off the job' training
 - how the academic award fits within the assessment of the apprenticeship

The programme places focus upon the opportunity for students to engage in, and gain credit for, the development of industry-based work. Students are able to negotiate their learning focus within programme modules by defining a pathway in a chosen specialist music discipline. Students are able to incorporate live client work conducted on a freelance or agency basis within their module outcomes, if these are appropriate to negotiated project outcomes in modules Working to a Client Brief and Creative Practice.

This programme is designed to meet the practical, creative and intellectual needs of students from diverse music disciplines. Students from varied music specialisms and prior experience, including internal and external/UK and international students, promoting collaboration. The potential also exists for a blurring of the traditional boundaries of popular and traditional music. We already deliver a successful FdA Roots and Popular Music programme but would also accept applications from non-traditional popular music instrumentalists wishing to obtain a level 6 music qualification. The module structure supports this opportunity.

The module structure will allow flexibility to run the programme where numbers of students wanting to pursue a preferred specialism may vary year to year without impinging on student experience. It will ensure that students are able to pursue projects that are bespoke to the individual and where students have the opportunity to place focus on aspects of music practice that they enjoy and see as their pathway towards career ambitions. With tutor support, students will be encouraged to maintain an experimental, creative and innovative approach that will lead to a desired means of making an income post-graduation.

The programme offers students the potential to gain 120 credits from independently conceived and negotiated practical or research projects. Independently generated creative and theoretical activities guarantee a personalised experience in a chosen discipline, to support further progression into employment, self-employment or further study.

Employability skills are embedded across the programme. Within the module Working to a Client Brief students will engage in work related learning experiences that place emphasis on the development of employability and freelance skills such as Independent working / teamwork, developing working relationships, communication skills (writing, visual, verbal), IT skills, presentation skills, time management, initiative, planning, and managing the creative process to support the bridge between education and employment or self-employment. Research Project will develop research skills, analysis, and synthesis leading to a substantial final outcome. Creative Practice, Individual Recital and Ensemble Performance are intended to encompass all relevant employability skills in relation to the creative process and meet negotiated objectives to ensure a personalised learning experience that maintains a focus on the development of employability skills and professional/practical development.

Professional skills are developed across the programme and opportunities exist for students to incorporate live projects into self-initiated module Working to a Client Brief. This incorporates independently generated freelance experience with organisations that require music materials for a variety of products. Such activities illustrate initiative and forward thinking and is highly encouraged and commended within the programme if this is written into an independently conceived brief for the module. The programme team will ensure that the incorporation of any live work into Working to a Client Brief meets programme-learning outcomes and has the potential for creativity, innovation and professional exploration as per programme aims. This is to ensure that such activities support the development of a meaningful portfolio of creative evidence that will support progression to employment or further study.

A key aspect of the programme is the individualised musical journey. This is determined by students devising their own chosen path to navigate each module. Each aspect of the programme can be tailored to personal strengths, resulting in unique outcomes for every student and a personalised portfolio of work to take forward into industry.

Input from industry specialists is an integral part of preparing for a positive next step and opportunities to work with professionals external to the curriculum team are indicative to the programme. Examples of this include specialist workshops, guest lectures, client briefs and project specific validations.

Alumni have shaped their careers through skills developed on the programme that have resulted in progression onto higher study, Teaching qualifications, professional work in theatre, touring bands, business start-ups such as private music schools, talent agencies and online music tuition content providers.

5. Support for students and their learning.

(For apprenticeships this should include details of how student learning is supported in the work place)

There are support mechanisms to provide both academic and pastoral support for students. Quantitative and qualitative evidence is used to gauge the effectiveness and increased utilisation of these services, evidenced particularly in the responses from student questionnaires, and ASC service student feedback and evaluation processes. Additional learning support is available to students who have learning difficulties and or disabilities.

Student Induction

All students joining the programme will undertake an induction programme at their point of entry. The aims of the induction are:

- To provide students with full details of the BA (Hons) Popular Music degree programme, including its aims and objectives, modules, skills associated with their studies, its assessment strategy, and its approach to learning
- To induct students to the learning resources available to them whilst on the programme, such as the virtual learning environment and Library.
- To allow students the opportunity to identify issues which need to be resolved
- To enable students to meet the tutors involved in delivering the programme
- To meet and interact with fellow students
- To introduce students to the code of conduct and regulations of the College
- To make students aware of the relevant systems and structures available to support them, including the Advice, Support Careers Services (ASC), Personal Learning Coach, and the Student Union.

Overview of Support Arrangements

Support needs are addressed with students on an individual basis during diagnostic activities taking place within induction and individual tutorials. Those students who are new to the college, and not previously known to the programme team, are encouraged to engage with additional support via Personal Learning Coach (PLC) and Academic Support Tutor to ensure fluid transition into level 6 study.

- **Internal Students (Progressing from FdA Level 5)**
Designated personal tutor and 1-1 tutorials.
Optional Personal Learning Coach (PLC) Support / continued support for those previously using PLC's.
Access to Academic Support Tutor.
- **International Students**
Designated personal tutor and 1-1 tutorials.
Support from International Office.
Personal Learning Coach (PLC) Support encouraged
Access to Academic Support Tutor encouraged.
- **External UK Students**
Designated personal tutor and 1-1 tutorials.
Personal Learning Coach (PLC) Support encouraged.

Access to Academic Support Tutor encouraged.

Personal Tutor System

A comprehensive personal tutor system is in place to make sure that students have a direct personal contact with an individual member of the programme team to discuss academic and personal matters relevant to their learning.

All students are allocated a personal tutor when first registering to the programme. It is intended wherever possible a student will have the same personal tutor for the length of their programme.

The personal tutor will be responsible for the induction programme to ensure students are comfortable with the programme. At the induction the personal tutor will meet students to ascertain any particular learning or support needs and thereafter will meet with individual students on a regular basis to monitor progress and discuss any issues arising.

Academic Support

In addition to support from their personal tutor each student will receive academic support from their module tutors. Support is given to students via tutorials at set intervals during the academic year and there is likely to be opportunity within some studio sessions for additional support. Further support is available within critique-based activities where both tutor and peers are able to give constructive advice as to the progress and development of visual based assignment work.

Students have access to a dedicated academic support tutor. This post has been acknowledged by QAA assessors as being an invaluable resource enabling students who do not come from an academic background to achieve at a higher education level.

Pastoral Support

The College is committed to providing a high quality, confidential and impartial information, and advice and guidance service. This is provided by the comprehensive Advice, Support Careers (ASC) Service. All students receive induction on the ASC service at the start of their programme. The ASC service is designed to provide effective and timely information, advice and guidance on funding and welfare, career planning and provides access to confidential personal counselling support. The ASC service offers appointments and a 'drop-in' service. ASC information is also available to download from the College website, NCD on-line or to pick up from the dedicated ASC area within the Library, foyer of the Neville Building and the Sports Block. The Student Development Co-ordinator, based in the Students' Union, also helps with social and health related issues.

The PLC service does not have any specific criteria for referral, and any student who may benefit from such support can access the service. Students can be referred by their tutor, lecturer, and external advisor, such as ASC or Connexions or by themselves. This personalised referral system helps in identifying new students as well as continuing communication with progressing students.

There is a dedicated page on the College internet and intranet. The service is also advertised via the College television system, allowing students in communal areas of college to become aware of the provision.

Career Guidance

Students have access to a comprehensive range of relevant up to date resources on learning and work via on-line ASC services and also as hard copy which is available at the ASC facility. The ASC staff also provides on-programme support via class-based sessions on Careers Education, including careers management and finding employment both in the UK and abroad. Prospective and actual students are provided with detailed access to careers and funding services for general enquires.

For specific careers based information related to music the programme team will be the first point of contact for advice and guidance due to the specialist nature of employment based opportunities within the music and performing arts sector. Career guidance will be provided on a continuous basis throughout the duration of the programme.

Support with Programmework

Students are supported in their preparation for assessments by their module tutor and where relevant other academic staff within the programme team. Students have access to additional academic support particular to assessment tasks from an independent Academic Support Tutor. The tutor offers specific study skills advice and guidance, on for example, Academic Writing, Assignment/Essay Planning and Structuring, The Harvard System (for references & bibliographies), Open Athens & Online Information Retrieval, Literature Searching, Presentation Skills, Reading Efficiently, Report Writing, Revision and Examination Skills. Electronic advice and guidance booklets are available on the student intranet to download.

In order to protect students against unfair competition the college may need to ensure that the students are not submitting assessments which have been copied or plagiarised or which are not substantially the student's own work. The College uses the software Turnitin to enable staff and students to check work for originality. Students will upload their assignments prior to submission for marking and get a report confirming their references. This can be extremely effective in ensuring against plagiarism and providing a student and staff member with the confidence that the work is original.

Module specific material is provided on the virtual learning environment; this information is reviewed and updated annually to coincide with the nature and specific requirements of assignments being delivered in a given year. Documents include planners, programme handbook, module handbooks, PowerPoint presentations, and assignment briefs.

Self-directed study is an important aspect within the programme that will enable students the opportunity to develop their assignments when resources are not available outside of the college campus. Students will have access rehearsal spaces, Apple Mac computers, and the recording studio on a booking basis. This is to enable students to build on their practical and creative skills independently to support individualised learning at level 6.

6. Criteria for admission

(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

The College admissions policy is to encourage access to higher education through an equal opportunity regardless of race, gender, disability, sexual orientation, religious belief or age.

To gain entry to the programme a student must satisfy the standard or non-standard entry requirements to the programme. Candidates with non-standard entry applications will be considered on the basis of relevant work experience and attainment of skills, which demonstrate an ability to study at this level. Given the wide experience of potential applicants to this programme, applications for Recognition of Prior Learning (RPL) are welcomed in accordance with Academic Regulations. However, these must be discussed as part of the admissions process as once a student is registered to a programme RPL may not be considered for approval.

Standard Entry criteria

- Applicants should have attained a level 5 qualification (HND / FdA / international equivalent 120 ECTS Credits) in a music / creative arts related discipline.
- All applicants must be auditioned / interviewed to ascertain working level of music ability and experience (international applicants via internet/email respectfully).
- All external applicants will be given an extract of academic text and will be asked to submit a short piece of academic writing in response to the text.
- To have or be working towards Level 2 or equivalent in English Language (or a minimum 5.5 IELTS in each band for international applicants).

Non-standard entry criteria:

- Evidence of appropriate creative or performance experience or employment within the music / creative industries.
- All applicants must be auditioned / interviewed to ascertain working level of music ability and experience (international applicants via internet/email respectfully).
- All external applicants will be given an extract of academic text and will be asked to submit a short piece of academic writing in response to the text.
- To have or be working towards Level 2 or equivalent in English Language (or a minimum 5.5 IELTS in each band for international applicants).

Admissions Process

Once an application has been received it is recorded and acknowledged by the college admissions team. The programme team then views the application.

The process for interview is as follows:

- Applications welcomed through UCAS and NCD Application Form.

- All applicants must be auditioned / interviewed to ascertain working level of music ability and experience (international applicants via internet/email respectfully).
- Acceptance or rejection via UCAS and NCD application process after interview.

Entry to the programme is at the discretion of the programme team and based upon the combination of successful audition / interview that illustrates an ability to meet level 6 programme learning outcomes.

<http://www.newcollegedurham.ac.uk/apply/apply-online/>

7. Language of study

The programme is conducted using English language.

8. Information about non-OU standard assessment regulations (including PSRB requirements)

Not applicable.

9. For apprenticeships in England End Point Assessment (EPA). (Summary of the approved assessment plan and how the academic award fits within this and the EPA)

Not applicable.

10. Methods for evaluating and improving the quality and standards of teaching and learning.

Student Voice

The contribution of the student voice is a critical quality element at the college. It is focussed around strengthening teaching and learning and responsiveness to individual need; strengthening student participation and representation; and creating a culture of student involvement, all of which ensures that the 'student voice' is at the centre of the curriculum.

Full use is made of student feedback to plan, manage and improve the provision and to enable the college to respond to the needs of its students. Student forums at college and school level, as well as programme level operate very effectively and are well attended by student representatives. These mechanisms enable student representatives to raise any issues concerning their peers and to work with college staff to further explore these issues, to establish underlying causes of concern and to implement actions for improvement, as well as to consider responses to formal student surveys. Transparent arrangements are in place for the feedback of improvement activities to students and the communication of action plans to staff and students, ensuring ownership of improvement strategies at the appropriate level. An anonymous student comments and suggestions e-mail address is accessible via the Student Intranet. This ensures that students are able to have their opinions heard and acted upon to facilitate improvements in their provision from outside formal forum meeting arrangements, where appropriate. Additionally, an HE Student Forum page on NCD online allows student representatives to add questions or comments where key college staff can respond. The site is visible to all students so they can see answers to questions, and access Student Forum minutes and other relevant documentation.

Nominated student-representatives are invited to participate in staff-student committee meetings on a termly basis, with outcomes and actions from these meetings informing the annual evaluation and review process as well as informing immediate action to resolve pressing student issues, where applicable.

Cross-college student surveys are operated both on-entry to the programme (to capture perceptions of student induction and admissions procedures) and on-programme (to capture perceptions of quality of teaching and learning, assessment, student support and resources programme management). These surveys mirror the questions included in the National Student Survey (NSS). As well as being highly informative about the issues facing students studying in higher education at the college, they help familiarise students with the expectations of the NSS in which they participate in the final year of their programmes. Responses to start of programme and on-programme student surveys are considered by HE Academic Standards and Quality Board, a sub-committee of Academic Board, and responses received along with associated action plans generated are ratified at this committee prior to subsequent presentation to Quality, Curriculum and Students Committee (a sub-committee to the Board of Governors).

Following the analysis of formal student survey responses, programme teams meet to consider areas of concern raised by students and to generate actions to resolve these issues, where applicable. Survey responses are further interrogated at programme review meetings resulting in modifications to programme delivery, assessment and/or student support arrangements, where applicable, and informing the production of the annual programme report and self-assessment of programme operation.

Module evaluations are also conducted to enable teams to scrutinise student perceptions at a subject level and to establish specific areas of satisfaction and concern for students. An analysis of module evaluation outcomes is considered at staff-student committee meetings and forms a critical component of the programme evaluation and review and subsequent annual programme report.

Final year students at the college (on eligible programmes as specified by HEFCE) actively participate in the annual National Student Survey (NSS). The NSS is promoted to eligible students via promotional materials provided by Ipsos-Mori (Research Company) and participation is encouraged via communication with students through pastoral tutorials during studio sessions and through the availability of lap-top PCs acting as dedicated NSS 'work stations' in both the HE building (Neville Building) and Library at the college. The Student Union also actively advertises the NSS and encourages student participation through the distribution of flyers, posters and promotional materials such as pens and coasters. These mechanisms help to ensure a positive response rate to this survey.

Outcomes from the NSS are publicised via the Unistats website and are communicated to students and staff through the colleges own intranet site. Publication of outcomes from NSS through the college internet site (as part of the Key Information Set), will serve to inform students of the type of learning experience they can expect when they study at New College Durham. In much the same way as the internal student satisfaction surveys, areas of particular satisfaction and of concern to students raised through NSS are discussed at HE Academic Standards and Quality Board.

Key Performance Indicators

The college has a Performance Management Framework to monitor programme performance on a regular basis. Programme teams normally meet monthly and are guided to discuss agenda items relevant to key operational aspects at relevant times of year. In particular they meet three times a year in the capacity of Programme Curriculum Review Meetings to evaluate past delivery and performance of the programme and make modifications to the curriculum where relevant. Curriculum Managers meet with the Head of School and the Quality Manager four times a year at an HE Quality Review to discuss programme management and performance with particular respect to: reporting identified issues and good practice; student retention; strategies implemented to support students identified 'at risk'; and communication with external examiners, employers, and other stakeholders.

10. Changes made to the programme since last (re)validation

1. Change of credit value for Ensemble Performance Project from 30 credits to 20 credits
2. Change of credit value for Individual Recital from 20 credits to 30 credits
3. Embedding of remote working practices into module specifications, particularly in the indicative content for working to a client brief.

Annexe 1: Curriculum map

Annexe 2: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	Programme outcomes												
		A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3	D4
6	Working to a Client Brief	✓			✓			✓	✓		✓	✓		
6	Ensemble Performance Project	✓		✓		✓		✓		✓			✓	
6	Creative Practice	✓	✓		✓		✓	✓	✓		✓	✓		
6	Individual Recital	✓		✓		✓		✓		✓			✓	✓
6	Research Project	✓	✓				✓	✓				✓		✓

Annexe 2: Notes on completing programme specification templates

- 1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.